Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	2015 AUG 20 AM 10: 52 (RECEIVED TEXAS EDUCATION)
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/# 043		Amendment #
KIPP, Inc.		~~108813~~ 101813	KIPP Polaris Academy for Boys		NA

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
13-3875888	4 (IV)	18	947950879

Mailing address	City	State	ZIP Code
10711 KIPP Way	Houston	TX	77099

Primary Contact

First name	M.I.	Last name	Title
Eldon		Lewis	Director of Institutional Giving
Telephone #	Email address		FAX #
713.657.0896	elewis@kipphouston.org		832.203.6365

Secondary Contact

First name	M.I.	Last name	Title
Kathryn		Huntsman	Grants Coordinator
Telephone #	Email address		FAX #
281.734.9223	khuntsman@kipphouston.org		832.203.6365

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Sehba		Ali	Superintendent
Telephone #	Email address		FAX #
832.328.1631	sali@kipphouston.org		832.203.6365

Signature (blue ink preferred)   Date signed

_____   8.18.15

Only the legally responsible party may sign this application.

701-15-107-017

RFA #701-15-107; SAS #191-16

2015-2020 Texas Title I Priority Schools, Cycle 4 Page 1 of 66

Schedule #1—General Information (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☐
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	    (A) Replace the principal who led the school prior to commencement of the transformation model;
	    (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	        i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	        ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

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across classrooms.
  iii. Are designed and developed with teacher and principal involvement;
  (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
  (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
  (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.
  (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
  (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and creating community-oriented schools.
  (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
    i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
    ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
    iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
  (B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.
  (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
  (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

8.

The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following:

1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

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RFA #701-15-107; SAS #191-16   Page 5 of 66
2015–2020 Texas Title I Priority Schools, Cycle 4

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.
   Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
   (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
   Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
   Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
   (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
   (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables

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RFA #701-15-107; SAS #191-16   Page 6 of 66
2015–2020 Texas Title I Priority Schools, Cycle 4

students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

(C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

(D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

(E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

(F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

(A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

(B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

(C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

(D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9.	The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an elementary school, the campus will implement in accordance with the following federal requirements: 1. Offer full-day kindergarten.

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2. Establish or expand a high-quality preschool program.
   A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
   (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
   (B) High-quality professional development for all staff;
   (C) A child-to-instructional staff ratio of no more than 10 to 1;
   (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
   (E) A full-day program;
   (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
   (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
   (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
   (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
   (J) Program evaluation to ensure continuous improvement;
   (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
   (L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
   (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   (B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

9. Use data to identify and implement an instructional program that is:
   (A) Research-based;

	(B) Developmentally appropriate; (C) Vertically aligned from one grade to the next as well as aligned with State academic standards; (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions. 10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is: (A) Aligned with the school's comprehensive instructional program (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies. 12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG). 13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials. 14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students. If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.
10.	The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements: 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; 5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; 6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;

	7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; 8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. 9. Provide appropriate social-emotional and community-oriented services and supports for students. If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
11.	The LEA/campus provides assurance that if it selects to implement the **<u>Whole-School Reform model</u>**, the campus will meet all of the following federal requirements: 1. Implement an evidence-based whole-school reform in partnership with a model developer. (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
12.	The LEA/campus provides assurance that if it selects to implement the **<u>restart model</u>**, the campus will meet all of the following federal requirements: 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation"

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	services to an LEA.
	2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html
15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements: 1. Implement an evidence-based whole-school reform in partnership with a model developer. (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school.

	5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
	    (A) School leadership
	    (B) Teaching and learning in at least one full academic content area
	    (C) Non-academic supports for students
	    (D) Family and community engagement

16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

Schedule #5—Program Executive Summary	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.
Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation,** and **sustained reform.**
Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Vision and Focus for School Reform/ High Expectations for Results

For 20 years, KIPP—which was founded in one 5th grade classroom in Houston, Texas—has held a vision and focus for school reform that now improves the educational and economic trajectory of over 70,000 students who attend 183 KIPP schools across the country. The Five Pillars, a core set of operating principles which shape the culture of KIPP schools nationwide, are **High Expectations, Choice and Commitment, More Time, Power to Lead, and Focus on Results.** KIPP Houston—the oldest and largest KIPP region in the country—relies on these Five Pillars to maintain their high-performance culture and set standards for all members of each KIPP learning community. Therefore, it is especially disheartening when a KIPP school lands on a Priority Schools list from 2010-present, indicating a failure to thrive on multiple indicators and levels.

The purpose of KIPP's reform efforts at **KIPP Polaris Academy for Boys** is to ensure that its students will gain academic ground lost and enter high school performing at or above grade level and ready for post-secondary opportunities and successes. KIPP Polaris stands ready to transform.

Sense of Urgent Need for Change

KIPP Polaris has struggled for years through multiple leadership changes—5 school leaders in 8 years, 4 of them in the past 4 years and 2 in school year 2011-12. These changes, as research by Béteille, Kalogrides, and Loeb (July 2011) of the National Bureau of Economic Research supports, have a significant negative impact on multiple indicators of school effectiveness. "The departure of a principal is associated with higher teacher turnover rates and lower student achievement gains. Faltering organizations with high levels of turnover often have difficulty attracting experienced successors, who tend to be more effective. As a result, they become trapped in a 'vicious circle' of high managerial turnover and declining performance." The researchers further state that **leadership changes are particularly harmful for high poverty schools, low-achieving schools, and schools with many inexperienced teachers.** KIPP Polaris now has an experienced, committed school leader who, in just one short year on the job, has already reversed previous declines in student achievement, teacher retention, parent satisfaction, and school culture. There are, of course, many miles to go before Polaris can exit Priority School status, but the primary driver of change is in place and in action, making the school ripe and in **urgent need for TTIPS funding and for this project: Transformation: Polaris.**

Operational Flexibilities that will be Afforded the Campus in a Reform Effort

As indicated by the fourth Pillar noted above, KIPP believes the **Power to Lead** is key to getting high-quality results in its schools and communities. This translates to operational flexibilities that include discretion over staffing and role assignment, budgetary decisions, and local decisions to choose curriculum and professional development (PD) that meet the unique needs of the KIPP students and teachers to be impacted. For **Transformation: Polaris**, this also means the school leader is afforded flexibility in assigning bonuses that reward teachers whose students meet rigorous standards, and he, in turn, will use a portion of TTIPS funding to allow all campus instructors the ability to choose their own professional development to fit their individual needs and levels of experience. Furthermore, he may create or adapt the KIPP Regional PD days to meet the needs of the campus and has maximum flexibility to add days in the summer for Teacher and Staff Professional Development/Planning.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

These inputs are crucial to creating a cohesive school culture where staff are appreciated and acknowledged for all their hard work and are encouraged to go even further in their pursuit of outstanding results. Finally, this grant will allow the school to add specialized staff to address persistent issues of educational underperformance such as low science achievement—an issue that has dogged both the standalone **KIPP North Forest Lower School (a 5th-grade-only campus that has recently merged with KIPP Polaris's grades 6-8). KIPP North Forest Lower School** has been rated as **Improvement Required** for the past two years and **has been on the Focus Schools list** due to a number of factors, which can now be adequately addressed with the flexibility afforded by both TTIPS and KIPP Houston.

Organizational Structures/ Existing Capacity and Resources
Prior to 2015-16, KIPP North Forest 5th graders were drawn to the campus from a number of surrounding schools, which was a significant contributor to the uneven educational footing on which these students stood as well as to the obvious educational inequities they faced prior to arriving at KIPP. This school year marks the first in which the majority of rising 5th graders will have attended a KIPP school prior to matriculating to KIPP Polaris. This means the future for these students is now looking much brighter having been steeped in the KIPP culture of **High Expectations** and **Focus on Results**—two key KIPP Pillars that both ground and give rise to important organizational structures. Additionally, KIPP Polaris has the support of its internal Head of Schools (HOS), the District Coordinator of School Improvement (DCSI), and an external Professional Service Provider (PSP) (an experienced educational leadership and management consultant). These supports, combined with TTIPS resources for additional specialized staff, research-based professional development, and a robust budget for effective educational resources—all managed by a full-time Project Coordinator—will position KIPP Polaris (now combined with KIPP North Forest Lower School) for its long-awaited rise to excellence.

Communication Structures
Communication and support are key levers for all schools, but especially struggling ones. The guidance and direction of KIPP's Executive Team, coupled with TTIPS funding to enhance and extend a number of school-based systems and structures will result in broader and more transparent communication within and among KIPP Polaris's teachers, staff, students, parents, and families. KIPP's DCSI will support Polaris in addressing their student and staff needs. The DCSI will be the direct communication between the campus principal and the district superintendent so that if barriers to implementation arise, they can be quickly and efficiently addressed and resolved. In addition, TTIPS funding will allow up to ten Polaris staff members each year to attend the national KIPP School Summit (KSS) wherein KIPP staff from across the nation convene each summer to share successes, learn best practices, and build a supportive community that crosses schools, states, regions, and the country at large. Learning from, contributing to, and growing with this nationwide team is the best network there is for KIPP teachers and staff, and the relationships built at KSS contribute significantly to teacher and leader growth, learning, effectiveness, and job satisfaction.

In summary, the plan for KIPP Polaris Academy for Boys is expansive, ambitious, and completely inspiring. KIPP's intention has always been that the young men who attend grades 5-8 at **KIPP Polaris Academy for Boys will be equipped with the academic skills, social competencies, and character traits necessary to navigate life challenges, attend and complete the college of their choice, and return to become the leaders of their community**. The vision of KIPP Polaris is that within fifteen years of its opening (by 2022), an alumnus of the school will take leadership of the academy and, together with other emerging leaders from his class, reshape the northeastern region of Houston using a plan of their own design. **With support from this TEA TTIPS grant initiative, KIPP Polaris will realize a significant return on the state's reform objective.** The school leader, teachers, and staff of KIPP Polaris are ready to bring about a commensurately expansive Transformation and appreciate the opportunity to obtain resources that support their grand vision.

*In the KIPP Polaris neighborhood, 33.8% of individuals live below the poverty level – almost twice the 17.6% poverty rate in Texas and more than twice 15.4% poverty rate in the US. Additionally, this area of Houston has suffered greatly and is still recovering from a long history of racial segregation.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **101813**   Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)   Fund code: 276

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.

Budget Summary

Schedule #/Title	Class/Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$180,610	$25,896	$0	$661,714	$46,956	$641,697	$48,105	$651,558	$49,289	$335,790	$50,231	$2,691,846
#8-Professional and Contracted Services	6200	$242,400	$0	$163,200	$242,400	$0	$242,400	$0	$230,400	$0	$115,200	$0	$1,072,800
#9-Supplies and Materials	6300	$72,450	$0	$0	$57,450	$0	$47,450	$0	$45,050	$0	$45,050	$0	$267,450
#10-Other Operating Costs	6400	$30,490	$0	$0	$30,490	$0	$30,490	$0	$28,990	$0	$28,990	$0	$149,450
#11-Capital Outlay	6600/15XX	$76,000	$0	$0	$76,000	$0	$76,000	$0	$0	$0	$0	$0	$228,000
Consolidate Administrative Funds	☑ Yes ☐ No												
2.868% indirect costs (see note):		N/A	NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grand total of budgeted costs (add all entries in each column):		$601,950	$25,896	$163,200	$1,068,054	$46,956	$1,038,037	$48,105	$955,998	$49,289	$525,030	$50,231	$4,409,546

Administrative Cost Calculation

Enter the total grant amount requested: $4,409,546

Percentage limit on administrative costs established for the program (5%):   × .05

Multiply and round down to the nearest whole dollar. Enter the result.
This is the maximum amount allowable for administrative costs, including indirect costs: $220,477

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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RFA #701-15-107; SAS #191-16
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101813

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional										
1	Teachers: ESL, Science, and Soc St Teachers/ Coordinators	3	0	$0	$0	$180,000	$185,400	$190,962	$0	$556,362
2	Educational aide for LEP and SpEd support	2	0	$0	$0	$60,000	$61,800	$63,664	$32,782	$218,336
3	Tutor			$	$	$	$	$	$	$
Program Management and Administration										
4	Project Coordinator	1	0	$35,960	$0	$63,860	$65,776	$67,749	$69,782	$303,126
5	Admin Assistance for PC	0	1	$3,600	$0	$7,200	$7,200	$7,200	$7,200	$32,400
Auxiliary										
7	Behavior Specialist	0	1	$35,000	$0	$36,050	$37,132	$38,245	$39,393	$185,820
Other Employee Positions										
10	Title			$	$	$	$	$	$	$
13	Subtotal employee costs:			$74,560	$0	$347,110	$357,307	$367,811	$149,156	$1,295,944
Substitute, Extra-Duty Pay, Benefits Costs										
14	6112 Substitute pay			$		$	$	$	$	$
15	6119 Professional staff extra-duty pay			$88,600	$0	$110,200	$86,600	$65,000	$43,600	$396,200
16	6121 Support staff extra-duty pay			$8,928	$0	$13,348	$8,928	$8,928	$8,928	$48,960
17	6140 Employee benefits			$34,418	$0	$118,112	$114,967	$138,909	$64,337	$470,742
18	61XX Tuition remission (IHEs only)			$	$	$	$	$	$	$
	61XX Bonus pay/Staff rewards			$0	$0	$120,000	$120,000	$120,000	$120,000	$480,000
19	Subtotal substitute, extra-duty, benefits costs			$131,946	$0	$361,560	$332,495	$333,037	$236,865	$1,395,902
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$206,506	$0	$708,670	$689,802	$700,848	$386,021	$2,691,846

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **101813**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land. Specify purpose:	$	$	$	$	$	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$	$	$	$	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval.	$	$	$	$	$	$	$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Think Through Math - licenses ($16 per)	☐	$5,600	$5,600	$5,600	$5,600	$5,600	$2,800	$25,200
2	Study Island - licenses ($150 per plus $1,860)	☐	$52,500	$52,500	$52,500	$52,500	$52,500	$26,250	$236,250
3	iStation - licenses ($50 per plus $3,000 for PD)	☐	$17,500	$17,500	$17,500	$17,500	$17,500	$8,750	$78,750
4	Compass learning (differentiated instruction based on NWEA MAP scores) $36,000 , $3,000 per grade, per subject	☐	$36,000	$0	$36,000	$36,000	$36,000	$18,000	$162,000
5	Accelerated Reader ($10 per plus fees of $300, $500, $600)	☐	$3,500	$3,500	$3,500	$3,500	$3,500	$1,750	$15,750
6	Online cross-curricular resources for research and content-related study (for science labs, Imagine reading, and STEMscopes)	☐	$7,500	$0	$7,500	$7,500	$7,500	$3,750	$33,750
7	PD for ELA/Math (guided reading, differentiated instruction, close reading, etc.) - Houston A+ Challenge ($5K per teacher X 8)	☐	$40,000	$0	$40,000	$40,000	$40,000	$20,000	$180,000
8	PD for School Climate/Culture (Behavior/Working Styles, Collaboration, Adult Learning, etc.):	☐	$7,000	$0	$7,000	$7,000	$7,000	$0	$21,000
9	Nominal fees for Technical Assistance	☐	$5,000	$2,500	$5,000	$5,000	$5,000	$0	$15,000
10	HS/College student interns to assist in content-related tutorials and mentoring after school: 10 students @ $12/hr. x 8 hours/wk. x 40 wks.	☐	$38,400	$0	$38,400	$38,400	$38,400	$19,200	$172,800
11	HS/College student interns to assist in content-related tutorials and mentoring during summer: Summer = 5 tutors X 40 hrs X 3 weeks X$12	☐	$5,400	$0	$5,400	$5,400	$5,400	$2,700	$24,300
12	Mobile hotspot service for take-home devices - estimated (randomly) as $20/month x 12 months x 100 devices	☐	$24,000	$0	$24,000	$24,000	$24,000	$12,000	$108,000

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On this date:

By TEA staff person:

a. Subtotal of professional and contracted services requiring specific approval:	$	$	$	$	$	$	$
b. Subtotal of professional services, contracted services, or subgrants:	$242,400	$163,200	$242,400	$$242,400	$$230,400	$115,200	$1,072,800
c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	$	$	$	$	$	$	$
(Sum of lines a, b, and c) Grand total	$242,400	$163,200	$242,400	$242,400	$230,400	$115,200	$1,072,800

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101813 Amendment number (for amendments only): _____

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Mobile hotspot devices	For home internet connectivity – student check-out for extended learning time/use of resources	360	$20	$2,400	$0	$2,400	$2,400	$0	$0	$7,200
	2				$							
	3				$							
	4				$							
	5				$							
6399		Technology software—Not capitalized				$	$	$	$	$	$	$
6399		Supplies and materials associated with advisory council or committee				$	$	$	$	$	$	$
		Subtotal supplies and materials requiring specific approval:				$	$	$	$	$	$	$
		Remaining 6300—Supplies and materials that do not require specific approval:				$70,050	$0	$55,050	$45,050	$45,050	$45,050	$260,250
		Grand total:				$72,450	$0	$57,450	$47,450	$45,050	$45,050	$267,450

6300 DETAIL:
Writing: Teacher kits, student materials; Science: Additional Lab Materials, Teacher kits, student materials, field experiences to increase parental involvement/learning to talk the talk of informal science and math learning more often, bus, admission; Reading: Teacher kits, student materials; Accelerated Reader books, including for summer check-out; Together Teacher and other teacher training materials for annual PD ($150/teacher x 31); Supplies and materials for classrooms for teachers; up to $500 per teacher x 23; Supplies and materials for parent and community engagement: Family Math Night; Family Reading Night; Family Science Night; etc. (instructional materials, marketing materials/printing/postage, meeting costs, etc.) - $2,000 per event x 4 per year

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: **101813**

Amendment number (for amendments only):

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$	$	$	$	$	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$	$	$	$	$	$
6411/6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$	$	$	$	$	$
6429	Actual losses that could have been covered by permissible insurance	$	$	$	$	$	$	$
6490	Indemnification compensation for loss or damage	$	$	$	$	$	$	$
6490	Advisory council/committee travel or other expenses	$	$	$	$	$	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$	$	$	$	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
	Subtotal other operating costs requiring specific approval:	$	$	$	$	$	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$30,490	$	$30,490	$30,490	$28,990	$28,990	$149,450
	Grand total:	**$30,490**	**$**	**$30,490**	**$30,490**	**$28,990**	**$28,990**	**$149,450**

6400 DETAIL:
Out of state travel for up to 9 staff per year (years 1-4) to attend regional or national conferences such as NCTM, NSTA, CAST, CAMT, and others - assumes 3 days/3 nights; Attend in years 1 and, present in years 3-5; In-state travel (mileage) for Principal, School Leadership Team, and Teachers to observe other KIPP schools and classrooms in the district; In-state travel for 3 staff to attend required school leadership trainings for TTIPS grant - assumes 2 days/2 nights; "Mini-grants" for all content-area teachers and other instructional staff to use for self-directed PD - $1,500 each; PD for School Climate/Culture (Behavior/Working Styles, Collaboration, Adult Learning, etc.) - Region 4; PD for School Climate/Culture (Behavior/Working Styles, Collaboration, Adult Learning, etc.): Like Teach Like a Champion/Together Teacher

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Texas Education Agency

Schedule #1—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: **101813**

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
	6669/15XX—Library Books and Media (capitalized and controlled by library)									
1		N/A	N/A	$	$	$	$	$	$	$
	66XX/15XX—Technology hardware, capitalized									
2	Laptop carts (30 devices + charging station and cables)	6	$25,000	$50,000	$0	$50,000	$50,000	$0	$0	$150,000
3	Chromebook carts (30 devices + charging station and cables)	6	$13,000	$26,000	$0	$26,000	$26,000	$0	$0	$78,000
4			$	$	$	$	$	$	$	$
5			$	$	$	$	$	$	$	$
6			$	$	$	$	$	$	$	$
7			$	$	$	$	$	$	$	$
8			$	$	$	$	$	$	$	
	66XX/15XX—Technology software, capitalized									
9			$	$	$	$	$	$	$	$
10			$	$	$	$	$	$	$	$
11			$	$	$	$	$	$	$	$
12			$	$	$	$	$	$	$	$
13			$	$	$	$	$	$	$	$
	66XX/15XX—Equipment, furniture, or vehicles									
14			$	$	$	$	$	$	$	$
15			$	$	$	$	$	$	$	$
16			$	$	$	$	$	$	$	$
17			$	$	$	$	$	$	$	$
18			$	$	$	$	$	$	$	$
19			$	$	$	$	$	$	$	$
20			$	$	$	$	$	$	$	$
	66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life									
21			$	$	$	$	$	$	$	$
			Grand total:	$76,000	$0	$76,000	$76,000	$0	$0	$228,000

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration <u>Administering a Grant</u> page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: **101813**		Amendment # (for amendments only):	

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	216		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	117	54.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	93	43.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	1	0.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	185	85.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	25	11.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	22	10.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	DNA		Campus Information
Disciplinary placements in In-School Suspension	26		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	86		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		96.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	25 Raw Score	DNA	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	193/ 267	72%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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| **Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)** | |
| County-district number or vendor ID: **101813** | Amendment # (for amendments only): |

Part 2: Student Demographics- Comments
Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<u>Student/School Demographics</u>
The student population at KIPP Polaris Academy for Boys* has undergone significant shifts in the past five years. What started out as a primarily African American student body located with the attendance boundaries of North Forest Independent School District (a primarily African American community and district) shifted to a 50/50 African American/Hispanic student body and is now majority Hispanic (55% Hispanic/45% African American).

These changes are significant in two ways:
1. The instructional staff remained primarily African American through 2013-14 even as the student demographics reflected more Hispanic students enrolling; and
2. The Texas Education Agency's dissolution of the North Forest Independent School District in 2013 (after a history of financial issues, operational mismanagement, questionable record-keeping practices, and academically unacceptable state ratings) and its subsequent annexation by Houston ISD broadened awareness among Houston ISD students and opened up additional possibilities for them to attend KIPP Polaris.

Additionally, overall **student enrollment is trending upward**. At the end of 2014, KIPP Polaris was a grade 6-8 campus and enrolled 260 students. This number increased 12% to 292 by the end of 2015, and for 2015-16, 315 students are now enrolled in grades 5-8—**an increase of 21% in just two years.** Enrollment will continue to grow by about 20 students per year until the maximum enrollment of 360 students in four grade levels is reached.

Student attrition at KIPP Polaris has been the highest in the district for the past two years—2.2 percentage points higher than the second-highest KIPP Houston school—**9.3% vs. 7.1%,** with 14 of 22 KIPP Houston schools (63.6%) recording student attrition under 4%. In 2014-15, year-to-date student attrition was 9.0%, and year-over-year student attrition was 9.3%. This is attributable to a number of academic and socio-economic factors, including poverty and high rates of, but previous leader instability was not a positive influence.

<u>Community Demographics</u>
2010 Census data (American FactFinder) for the primary zip code in which KIPP Polaris Academy is located reveals that the **median household income is $30,368** as compared with $55,200 in Texas and $50,500 in the US, and 41.6% of households earn less than $25,000 a year. The percent earning less than $25,000 a year rises to 73.4% for nonfamily households.

Education levels in this community are equally challenging. Over one-quarter (25.6%) of the population aged 18-24 are "less than high school graduate," and only 44.6% of people in this age group are high school graduates. Of the remainder, 26.1% have some college or an Associate's degree, and only 3.7% have a Bachelor's degree or higher. For all individuals over the age of 28, 65.8% are high school graduates or higher, leaving more than one-third (34.2%) who are not high school graduates. **An astonishing 33.8% of individuals in this zip code live below the poverty level –** almost twice the 17.6% in poverty in Texas and more than twice the 15.4% in poverty in the US.

The leader and teachers at KIPP Polaris Academy are working hard to alter the trajectory of these young men's lives and instill in them the belief that *all* of them can graduate high school, attend college, and earn a college degree.

*KIPP Houston also operates KIPP Voyage Academy for Girls, located in the same block as KIPP Polaris Academy for Boys.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: **101813**		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data
Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	17.9		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	12.2	68.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	3.0	16.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1.6	9.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	1.0	5.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	11.2	91.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	0.0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	1.0	8.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0.0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	1.4	11.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	6.6	54.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	2.2	18.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	2.0	16.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	0.0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	$45,857		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	$48,149		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	$55,724		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	$57,973		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years	—		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0%	KIPP, Inc. Human Resources Database
Staff with Bachelor's degree as highest level attained	15	58%	KIPP, Inc. Human Resources Database
Staff with Master's degree as highest level attained	11	42%	KIPP, Inc. Human Resources Database
Staff with Doctoral degree as highest level attained	0	0%	KIPP, Inc. Human Resources Database

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In 2013-14, even as the student population moved to 54% African American/43% Hispanic (see previous page), the teacher population remained heavily African American (almost 92%). Currently, the student body is majority Hispanic (55% Hispanic/45% African American), but the majority of teachers (17 out of 19, or 89.5%) are African American.

Demographics that reflect a mis-match between students and teachers points to potential school climate and culture issues for the entire campus. When students do not see a teacher population that mirrors theirs, the relationship between teachers, school staff, and families are impacted and can even affect student attendance and absenteeism (Holt and Gershenson, 2015), which can set students back academically and put them at risk for future truancy. Evidence also suggests that teachers have higher subjective assessments of same-race students (Meier & Stewart, 1992; Dee, 20015; Ouazad, 2014).

Although there is still much work to be done to retain effective educators, teacher retention has undergone significant positive changes. From 2013-14 to 2014-15, 10 of 15 teachers (67%) left KIPP Polaris for other jobs. From 2014-15 to 2015-16, teacher attrition decreased to 6 of 19 teachers (31.6% -- a reduction of 32.4 percentage points or 41.2%. In the 2015-16 school year, 7 of 19 teachers (36.8%) have 0 - 2 years of teaching experience.

Again, **KIPP Polaris's prior history of leader instability contributed greatly to teacher turnover.** The school has had 5 leaders in 8 years—4 of them in the past 4 years, and 2 in 2011-12 alone. However, since the current principal, Aaronthomas Green, came on board in the 2014-15 school year, student enrollment, year-over-year persistence, academic performance, and positive community involvement are up, and teacher turnover is down. This leader has many years of experience as an Assistant Principal, the benefit of KIPP school leadership training, an avowed commitment to students, and a community of support from other KIPP school leaders.

KIPP Polaris (combined with former KIPP North Forest Lower School) is confident that the positive trends of instructional and leadership staff stability will continue and that community support for KIPP Polaris will contribute substantially to the success of this TTIPS initiative.

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	90	90	90	90	0	0	0	0	360

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	4	4	3	4	0	0	0	0	23*

This number includes <u>19 grade-level assigned teachers</u> as noted above plus <u>4 additional teachers/specialists</u> to be hired with TTIPS funding.

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Schedule #13—Needs Assessment	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting. **Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The intensive comprehensive needs assessment process that district and school leaders undertook to plan for this TTIPS project revealed specific **gaps, barriers, and weaknesses** that, when addressed, will result in significant academic, school support, and school climate changes/improvements when all elements of this **Transformation model** are fully and completely implemented.

For this TTIPS grant initiative to be successful, **KIPP Houston administrative and instructional leaders** (District Coordinator for School Improvement, Head of Schools, Director of Institutional Giving, and the Federal and State Grants Coordinator) and **KIPP Polaris Academy leaders and staff** (Principal, Assistant Principal, selected lead teachers, and an external consultant) met in various configurations **twice weekly** between July 15 and August 15, 2015 and consulted with district data personnel for the latest, most up-to-date demographics, socio-economic data, and test results to ensure that planning for this initiative reflected the needs of KIPP Polaris Academy's at-risk students, their parents, families, and teachers.

This comprehensive needs assessment process included a review of the following:
- **Improvement Required (IR) status and root cause of this status of the KIPP North Forest Lower School** (which, as of 2015-16, has been combined with the KIPP Polaris Academy school number) and the KIPP Polaris Academy for Boys which was also Improvement Required (IR) in prior years.
- Stakeholder feedback
- STAAR and MAP test scores, including 5th grade scores of incoming 6th graders (students enroll in KIPP Polaris from various elementary schools within Houston ISD as well as from KIPP's feeder elementaries)
- Internal review of local student achievement, available funding sources
- Public Education Information Management System (PEIMS)
- TAPR data regarding special populations
- Internal review of current academic program, gaps, and needs
- Teacher and school leader evaluations
- Discussions with Federal and State Compliance and Business Office staff
- Informal review of inventory (instructional supplies and materials, hardware/software, books and reading materials, etc.)
- Teacher and parent surveys; informal interviews; focus groups; forums and faculty meetings
- KIPP teacher appraisal system (known as KFET: KIPP Foundations of Excellent Teaching)
- Local demographic data, socio-economic status
- Informal surveys/interviews with school administrators, teachers, district and campus support staff
- Informal interviews with students, parents and business/community partners
- Regional data dashboard
- National KIPP report card

The team also reviewed the requirements of each model as indicated in the grant application and guidelines, ruling out Early Learning, Texas state-design/Early College High School, Restart, and Closure as not applicable and considering the various merits and restrictions of Transformation, Turnaround, and Whole-school Reform and how they would apply to and impact KIPP Polaris's student population and instructional staff.

Based on this needs assessment and the current strides the new principal has made in just one year, the planning team voted unanimously to implement the **Transformation model** under this TTIPS initiative, to be known internally as **Transformation: Polaris.**

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Transformation

     ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

     ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As previously stated, the **KIPP Houston and KIPP Polaris joint TTIPS planning team**—composed of **KIPP Houston administrative and instructional leaders** (District Coordinator for School Improvement, Head of Schools, Manager of Institutional Giving, and the Grants Coordinator) and **KIPP Polaris Academy leaders and staff** (Principal, Assistant Principal, selected lead teachers)—reviewed the requirements of each model as indicated in the grant application and guidelines and selected the **Transformation model** as a best-fit choice. The rationale included the following considerations:

- The current principal assumed his role in the 2014-15 school year and has begun making positive changes that have increased enrollment, student achievement, student persistence and decreased teacher turnover, so another leadership change was not required (KIPP Polaris has already had 5 school leaders in 8 years—four of them since 2011 and 2 in 2011-12 alone—and KIPP Houston did not want to add further leadership instability);
- KIPP Houston is already committed to rigorous, transparent, and equitable evaluation systems that include student growth metrics; ongoing, high-quality, job-embedded professional development; and data-driven school reform strategies and activities (TTIPS will provide a focused infusion of resources for the current leader to realize his vision for school improvement);
- KIPP Houston believes in identifying and rewarding leaders and staff who increase student achievement results and related metrics;
- KIPP's Five Pillars (core operating principals) include **1) High Expectations** (for academic achievement and conduct—a "no excuses" culture); **2) Choice and Commitment; 3) More Time** (an extended school day and year); **4) Power to Lead** (school-based flexibilities, control over budgeting and staffing, etc.); and **5) Focus on Results**, which, in random controlled trials, significantly raised student achievement (Mathematica, 2013).

As KIPP is already philosophically aligned with the Transformation model components, choosing this model and building a five-year program around its tenets was a natural fit.

Schedule #13—Needs Assessment (cont.)	

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County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:
- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District/Campus Actions to Seek and Consider Input
At all KIPP schools, stakeholder involvement and input from **administrators, teachers, parents, students, and others** is sought routinely as a matter of course. The decision to apply for the TTIPS grant was led by KIPP Houston Superintendent, Sehba Ali, and KIPP Head of Schools, Dan Caesar, with the full support of KIPP Polaris Academy's Principal, Aaronthomas Green.

Stakeholder representatives from the KIPP Polaris learning community were involved on a twice-weekly basis during July and August 2015, both at the KIPP Polaris campus and in the district offices, to design a Transformation program that reflects and supports KIPP Polaris Academy's sense of responsibility for students at all levels of academic ability and achievement as well as its college-bound philosophy and culture. Members of the joint planning committee met in various configurations (pairs, district and school teams, whole-group/joint planning team, etc.) to gather historical and current subjective and objective data, identify additional data needed, seek assistance with data disaggregation and interpretation, and plan a responsive program aligned with the core components of the TTIPS Transformation model.

As indicated on page 26, the comprehensive needs assessment process for **Transformation: Polaris** included the following sources for stakeholder input:
- Teacher and school leader evaluations;
- Teacher survey; informal interviews; forums and faculty meetings;
- Parent survey; informal interviews; focus groups;
- Informal surveys/interviews with school leaders, teachers, district and campus support staff; and
- Informal interviews with students, parents and business/community partners.

Additionally, each year each KIPP school leader and leadership team create School Targets or a campus Score Card, which outlines priorities, goals, metrics, and initiatives in the areas of academics, people, business, and culture. Score Cards are assessed and updated quarterly, providing focused guidance for improvement to multiple stakeholders. The planning and needs assessment inputs for the KIPP Polaris School Targets were also considered when planning for and designing this TTIPS initiative. Teachers, parents, and other community members sit on the site-based decision-making committee, which helps shape the School Targets goals and metrics.

Plans for Ongoing Family/Community Involvement
In addition to weekly faculty/staff meetings to gather input and disseminate information on project results and modifications, KIPP Polaris will continue to engage families and community in the implementation of **Transformation: Polaris** and other school operational and instructional decisions through the following avenues:
- **Monthly** site-based decision-making committee meetings; Coffee & Conversations with the Principal; and Saturday Parent Learning Labs;
- **Quarterly** Family Engagement Nights (Literacy, Math, Science, etc.); communications with business and community partners;
- **Home visits;**
- **Semi-annual** parent surveys; and
- **Annual** reviews of school progress and goal-setting for the upcoming year.

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	**Schedule #14—Management Plan**

County-district number or vendor ID: 101813 | Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Oversee project implementation at the district level and ensure all aspects are on track and students are progressing; approve professional development (PD); facilitate PD as needed/required; serve on the Project Management Team; serve as liaison from the school to the district/Executive Team; and provide other support to school, leadership team, and teachers as appropriate;	Over 20 years of experience serving as a teacher, secondary school assistant principal and principal, supervising multiple secondary schools in a major urban school district (including district charters), and leading as a school improvement officer; areas of expertise include quality teacher appraisal systems and processes and development of effective instructional programs.
5.	KIPP Polaris Academy School Leader/Principal	Oversee the full-time Project Coordinator to ensure effective school-based implementation of **Transformation: Polaris**; coordinate TTIPS activities with other district and school activities/initiatives; evaluate teacher performance; exit poor-performers; ensure Project Coordinator completes timely project reviews and evaluation reports	Prior experience as an award-winning teacher (KIPP, TFA, Loyola Marymount); KIPP Upper School Dean (LA); educational consultant and instructor/ fellow (Teach With Africa); KIPP Upper School Assistant Principal; and KIPP Principal; Master's in Elementary Education
6.	**Transformation: Polaris** Project Coordinator (**full-time position**)	**To be hired with TTIPS funding**; ensure day-to-day implementation of project activities, including after school and summer programs; coordinate project budget management with other existing initiatives to ensure efficiencies complete project reports	3 years exemplary public education teaching experience; experience managing large, multi-year federal or state grant programs preferred; Bachelor's degree in Education or a related field required;
7.	Science and Social Studies Coordinator/ Teacher	**To be hired with TTIPS funding**; support content-area instruction; offer demonstration and model lessons; provide PD; assist with technology integration; help teachers modify lessons for SpEd and ELL students; teach classes as assigned; attend professional conferences; observe teachers and offer feedback/coaching	At least 3 years exemplary instruction in applicable content area; comfortable speaking in front of groups and conducting professional development seminars; demonstrated knowledge of SIOP and ELL strategies; B.A. in Education with content area specialization and applicable Texas teacher certifications required; Master's degree preferred
	Behavioral Interventionist	**To be hired with TTIPS funding**; assist students to eliminate or replace disruptive, harmful, or negative behaviors with positive ones; offer support to teachers in small and large-group class settings and 1-on-1 to students; consult with parents and families;	At least 2 years experience working in a public school setting required; demonstrated ability to manage student behavior and improve school climate/conduct required; Bachelor's degree in Education, Social Work, Psychology, or Counseling required
9.	ESL Teacher/ Coordinator and Educational aide for SpEd and ELL support	**To be hired with TTIPS funding**; provide targeted, integrated training to teachers; support SpEd and ELL instructional modifications and recordkeeping; coordinate ELL testing; assist teachers in inclusion settings to individualize instruction; monitor student progress; Lead LPAC committee	3 years prior experience as an ESL teacher/educational aide (respectively) preferred; Bachelor's/ Associate's degree preferred (respectively); bilingual candidates preferred; for Teacher/Coordinator, all applicable teaching certifications and endorsements required.

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Schedule #14—Management Plan (cont.)			

County-district number or vendor ID: **101813**		Amendment # (for amendments only):	

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Houston A+ Challenge coaches/ trainers	Provide specialized professional development (PD) in ELA (guided reading, differentiated instruction, close reading), Math, Science, Social Studies.	Bachelor's degree required; previous exemplary public school teaching experience required; previous experience coaching teachers to improve student achievement results required; Master's degree in Curriculum and Instruction or Reading/Master Reading Teacher preferred
2.	External consultant/ trainer/ PD provider (Region 4, The Together Teacher, Teach Like A Champion)	Provide specialized PD in one or more of the following: school climate/culture (behavior/working styles, collaboration, adult learning, etc.)	Previous exemplary public school teaching experience with demonstrated record of success required; previous experience coaching teachers to improve efficiency and efficacy required; Bachelor's degree in Education required; Master's degree in Education or Educational Leadership preferred
3.	Professional Service Provider	**(Not paid by TTIPS funding)** Advise and guide the school leadership team (primarily the Principal) on realizing efficiencies in processes and procedures; advise on grant projects, school budgets, staffing, and other professional matters	Previous experience as an exemplary school leader; demonstrated experience coaching and leading school Principals and other top administrators to set, meet, and exceed their instructional and operational goals; Master's degree in Education or Educational Leadership required
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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Many KIPP Houston Public Schools faculty members are groomed for leadership roles. Building upon the success of KIPP's **Emerging Leaders Program** and **Leaders-in-Training Programs** and several years of lessons learned, KIPP Houston is now offering a menu of leadership development opportunities through KIPP School Leadership Programs (KSLP) to assist schools in preparing faculty for a variety of leadership roles, including:

- Individuals preparing to take leadership of an existing school
- **Assistant School Leaders**
- **Deans of Instruction**
- **Deans of Students**
- **Directors**
- **Grade Level Chairs, Department Chairs, Teacher Leaders, Mentor Teachers** and other teachers with administrative responsibilities
- **Teachers interested in preparing to become a KIPP School Leader** or to found a new KIPP school

KIPP School Leadership Programs offer systematic leadership and skill development for succession leaders, emerging leaders and teacher leaders. These offerings are categorized in distinct leadership development programs, tailored to the roles of the participant and focused on a shared framework, the **KIPP Leadership Competency Model.** These programs cultivate a team of new leaders at all levels, to ensure the quality of education within a school over the long term. A brief description of KIPP's programs is provided below.

The Principal Prep Program
Principal Prep Program participants engage in a year-long leadership development program aimed to prepare successor leaders to lead and manage a highly effective KIPP school. In addition to five weeks of intensive training and coursework in a university setting, participants have an opportunity to pursue an M.A. in educational leadership and an administrative credential through KIPP's partnership with IHE partners. Throughout the school year, programming continues with nine days of workshops led by education experts, optional residency opportunities, participation on a School Quality Review and monthly professional development calls.

The Leadership Team Program
The Leadership Team Program is designed for emerging leaders in roles such as Assistant Principal, Dean of Instruction, Dean of Culture, and High School/College Placement Staff. Participants engage in a year-long leadership development program to enhance and expand knowledge and skills while maximizing leadership potential. In addition to five weeks of intensive training and coursework in a university setting, participants have an opportunity to pursue an M.A. in educational leadership and an administrative credential through KIPP's partnership with IHEs. Throughout the school year, participants attend three weekend trainings including six full days of professional development based on Research for Better Teaching (RBT).

The Teacher Leader Program
Designed exclusively for KIPP teachers in roles such as Grade-level Chair, Department/Content Chair, Saturday School Coordinator or Field Lesson Coordinator, the Teacher Leader Program is an opportunity for teachers to hone their exceptional instructional skills while maximizing their leadership potential. Each participant, in collaboration with their school leader, picks one of two strands: strand 1 focuses on Research for Better Teaching's Studying Skillful Teaching while strand 2 focuses on team leadership and management.

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Schedule #14—Management Plan (cont.)

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Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KIPP Houston is committed to the responsible implementation and sustainability of this and every project it undertakes and realizes that this commitment extends beyond the resources to be acquired with grant funds to include a much broader range of **human, financial, infrastructure, facility, volunteer, and in-kind resources and support.** Managing resources effectively includes continually assessing, updating, and communicating the need for such resources and monitoring and adjusting project activities to bring them into alignment with these needs.

Increasing Capacity
KIPP Polaris Academy leaders know that the key to success for at-risk students is high-quality teaching and learning. To attain the necessary student results, personnel involved in **Transformation: Polaris** will have access to best practices professional development to grow in the profession of teaching.

For this TTIPS initiative, ongoing, integrated professional development to **build and increase teacher/staff capacity** includes:
- Reading/Language Arts (guided reading, differentiated instruction, close reading);
- The addition of Science and Social Studies Teachers/Coordinators (who will teach and train teachers to improve content-area instruction)—*Overall, students in 5th and 8th grades did not meet standards on STAAR Science;*
- School climate/culture (behavior/working styles, collaboration, adult learning, etc.) – The Together Teacher, Teach Like a Champion, and KIPP regional PD offerings; and
- Self-selected PD for all teachers and all staff to address feedback and needs;
- Ongoing, continuous improvement cycles of reflection and feedback will be substantially supported through beginning, mid-year, and end of year reviews combined with walk throughs and classroom observations;
- Increased long-term retention of staff through incentives, campus environment, and student achievement.

Processes for continuous improvement will be significantly improved to **increase student achievement**, software licenses to be purchased and interventions with TTIPS funding and sustained with other funding (see below) include:
- Think Through Math
- Study Island
- iStation
- Compass Learning
- Online cross-curricular resources for research and content-related study (for Science labs, Imagine Reading, and STEM scopes)

After-school and summer academic programming will allow students additional time with these tools to further personalize their learning and improve their achievement and growth.
Continued Funding and Support for Sustainability
Sources to support project sustainability include the following:
- *Federal*
  - Existing Title I funds
  - Title IIA, Title IIIA
- *State*
  - Per-pupil allotment (ADA, WADA)
- *Private*
  - Annual operating gifts from foundations, corporations, and individuals supplement the lower level of per-pupil funding Texas charter schools receive from the state.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KIPP Houston is committed to the efficient, streamlined integration of existing and future initiatives to improve student achievement. Development of KIPP Polaris Academy's Texas Accountability Intervention System (TAIS) school improvement plan laid the foundation for this TTIPS initiative, **Transformation: Polaris,** and established the following two challenging, yet attainable, performance measures, which KIPP Polaris will pursue during the TTIPS funding period.
From the TAIS plan:
1. 70% of 6th & 7th students will meet state standards on STAAR reading (Critical Success Factors 1, 2, 4, &7)
2. 65% students will meet state standards on STAAR writing (CSFs 1, 2, 4, &7)

Additional goals were set after reviewing student achievement data and trends from 2013-14 to 2014-15, staff experience and turnover, and teachers' need for professional development. **The goals to be achieved in order for each staff member to earn an annual bonus/reward are found on page 43.** Exact performance targets for each of these will be set during the pre-implementation period. Bonuses earned in one year will be distributed the following year as an added incentive for teachers to return to KIPP Polaris, thereby increasing teacher retention as well.

Regardless of the source of the goal—or the presence/absence of incentive pay for reaching each performance measure—KIPP Polaris Academy will also set/update quarterly milestones to track their progress toward achieving each goal. Once these goals are achieved, the school will be back on track and at par or exceeding the performance of other high-quality KIPP schools, outperforming regional peer schools and state averages. Additionally, each KIPP campus creates an **annual School Targets Score Card**, which outlines priorities, goals, metrics, and initiatives in the areas of academics, people, business, and culture and note which position(s) have responsibility or ownership of each goal. Score Cards are assessed and updated quarterly, providing focused guidance for improvement to multiple stakeholders. Performance measures and annual targets will be refined and expanded throughout the grant period.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 p

KIPP Houston will continually assess the KIPP Polaris learning community's academic, social, behavioral, professional development, and instructional leadership needs to ensure that implementation of the Transformation model positively impacts teacher and school leader effectiveness, operational flexibility, student achievement, and parent and community engagement and support. Adjustments will be made as needed. Data sources will include: diagnostic, benchmark/interim, and end-of-year student assessments; daily checks for student understanding; informal surveys/interviews with school leaders, teachers, district and campus support staff; weekly feedback for teachers on instructional and classroom management effectiveness; informal surveys/interviews with parents and students; and formative and summative teacher and school leader evaluations.

   A site-based decision-making committee composed of teachers, parents, and community members and led by the KIPP Polaris school leader will support the TTIPS Project Coordinator and Head of Schools in continually assessing needs and modifying program activities as appropriate.

   As the TTIPS project period progresses, KIPP Polaris staff and KIPP senior administration will collect data for formative assessment to note progress toward **campus performance goals and TTIPS performance measures**. The estimated **schedule of overall data collection** is as follows:

Collection Schedule	Data/Evaluation Type
Daily	Attendance
Daily, Weekly, Every 9 Weeks, Semester, Annually	Grades
At least monthly	Parent Involvement, teacher access to/use of data; impact of extended learning time
Each grading cycle	Internal common assessments (core content areas)
At least quarterly	Benchmarks; Participation in professional development or coaching (quantity and quality); Teacher quality/effectiveness; Leader quality/effectiveness
At least semi-annually	Student/parent/teacher satisfaction/school climate
Annually	Student and teacher demographics; MAP/STARR exam; Healthy Schools survey

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The **TTIPS Project Coordinator (PC)** will communicate with **KIPP district leaders** (Superintendent, District Coordinator of School Improvement, and Head of Schools, etc.) at least weekly during the project to monitor the planning, implementation, and achievement of all annual performance milestones of this TTIPS initiative. The PC, supported by the KIPP Federal and State Grants Coordinator, will complete and deliver written Activity/Progress Reports to TEA as required. All planned activities and contracted services will be monitored and evaluated through observations, surveys, and formal and informal evaluation methods to determine their merits and effectiveness in achieving project aims. Any observations and recommendations will be closely monitored to enable the leadership team to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds. With such close monitoring and ongoing evaluation of activities, activity schedules, participant satisfaction and participation levels, the initiative will have the opportunity to continuously improve.

In addition to other duties previously described, the PC will complete and deliver written Activity/Progress Reports TEA in order to determine: a) The extent to which activities proposed in this application are implemented as planned; b) The extent to which the activities/strategies achieve the goals and objectives of the project; and c) The nature and extent of project impact on project participants/beneficiaries.

Major Ongoing Monitoring/Improvement/Adjustment Tasks
- Involve teachers, grade level chairs, instructional coaches, and parent/community leaders in the planning process
- Utilize instructional leadership expertise of School Leader + Head of Schools
- Finalize plan for monitoring (revisit annually)
- Conduct BOY, MOY, and EOY evaluation of academic programs, grades 5-8
- Collect student achievement data (STAAR, MAP, etc.)
- Ensure that PD Planning is on track and documented
- Analyze data and report to TEA in requested formats
- Review financial/cost/accounting procedures and complete interim reports

Feedback for ongoing refinement of the initiative will be obtained from participants at least quarterly to ensure that the initiative attains its maximum implementation effectiveness to facilitate the full achievement of all targeted process and product goals/objectives.

The following general schedule of communication will be observed throughout the funding period:
- **Weekly**—TTIPS PC, school leader, instructional coaches, and teachers communicate about implementation of project activities as needed; teachers meet to adjust instructional activities and communicate with students, parents, and families as appropriate.
- **Monthly**—PC consults with site-based decision-making committee to monitor and adjust grant activities as necessary; school leader schedules teachers and support staff to attend and participate in professional development.
- **Quarterly**—PC (as supported by Grants Coordinator, data clerks, and others) completes evaluation reports as required by TEA and disseminates results to the KIPP Houston learning community via board meetings; teachers are evaluated by school leader; school leader is evaluated by Head of Schools.
- **Semi-annually**—PC and/or school leader administers surveys to parents, teachers, and students to gauge satisfaction with the Transformation model implementation and collect feedback about student and family needs; mid-year and end-of-year student assessments are administered to monitor academic progress based on benchmark data collected in the fall.
- **Annually**—Site-based decision-making committee convenes to evaluate implementation and adjust timeline of activities for subsequent year, as necessary.

The PC will gather and present data collected from teachers and other staff members, including data on student achievement to KIPP senior leadership and others as appropriate in order to seek guidance throughout the funding period. Additionally, project stakeholders, including parents, will have weekly opportunities to provide input, make suggestions about, and participate in project activities throughout the project period.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When KIPP Houston selects professional development resources, consultants, or other external service providers, the process centers on need and quality. KIPP administrators first identify areas in which they would like their teachers and schools to develop, and then they scour the nation, state, and city for those who are considered most effective both in content knowledge as well as presentation of content. For **Transformation: Polaris**, KIPP will seek out external providers for professional development in the following areas: guided reading, differentiated instruction, close reading; and school climate/culture (behavior/working styles, collaboration, adult learning, etc.).

Once school leaders have identified potential professional development partners, they often send a small number of people to assess the effectiveness of the training and either return with recommendations or cautions. In the case of consultants, KIPP administrators screen their work for quality and conduct in-depth interviews to ascertain their understanding of the issues/topics/processes they would be researching.

The criteria KIPP school leaders utilize when screening external providers are:
- Do we think the partner's research is sound?
- Do we think the skills teachers would acquire are useful to our students?
- Does this align with our students' needs?

KIPP schools share information with each other about effective and ineffective external providers, thereby building a collective institutional knowledge of effective external resources to meet a myriad of developmental needs for teachers, administrators, and business staff.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:
- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

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The first step in ensuring external service provider quality and success in meeting project deliverables is to create a detailed Memorandum of Understanding (MOU) or Service Delivery Agreement (SDA) between KIPP Houston and the external service provider to be contracted.

Upon funding, KIPP will meet with the external provider to work on a project plan that includes:
- Gathering baseline data to evaluate impact;
- Setting milestones to stay on track for implementation and feedback loops;
- Identification of roles and responsibilities; and
- Scheduling ongoing check-ins to assess progress.

KIPP Houston's District Coordinator for School Improvement (DCSI) will ultimately oversee implementation of **Transformation: Polaris.** The Head of Schools will directly supervise and manage the KIPP Polaris Academy Principal, who will, in turn, oversee the activities of the staff to be hired with grant funds as well, ensure effective coordination of external service providers and timely accomplishment of their agreed-upon deliverables.

The Project Management Team will make adjustments to program components (which may or may not directly impact external provider contracts) after careful consideration of input and teacher feedback collected from surveys and other supporting data.

With the project plan and metrics to measure progress toward implementation, KIPP Polaris will be able to have constructive conversations about the timeliness and effectiveness of the providers' service. Should deadlines continue to be missed and/or results are not improving, after rounds of feedback, the contract and agreement between KIPP and the provider will be broken.

Please also see page 26 for additional information on data sources KIPP reviews on a regular basis, which will be used, in part, to determine the effectiveness of external service providers and their impact on student achievement and school climate.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	**Review/Gather Additional Needs Assessment Data** • Ensure all enrollment and demographic data is accurate • Identify additional data needed and draft plan to obtain it (tasks, methods, and positions responsible)
2.	**Communicate with the KIPP Polaris Learning Community** • Communicate notice of funding award to parents, families, residents, and business/community partners • Hold information meetings to communicate TTIPS goals and objectives and continue dialogue about community need • Share plans for communicating with the learning community during the funding period
3.	**Designate/Identify/Recruit/Hire Grant-related Personnel** • Grant Project Coordinator • Instructional Specialists (Science and Social Studies) • SpEd/ELL Instructional Aide • Secretary/Administrative Assistant/Data Clerk • DCIS, HOS, School Leader and Grants Coordinator follow timelines, roles and responsibilities for grant implementation.
4.	**Finalize Goals and Objective Measures** • Identify/verify measurable objectives and timelines for meeting each • Leadership team reviews and finalizes plan for teacher evaluation (timelines, content, incentive pay structure, and supports to teachers not meeting standards)
5.	**Solidify Plan for Professional Development** • Finalize online and face-to-face professional development providers: guided reading differentiated instruction, close reading; school climate/culture (behavior/working styles, collaboration, adult learning, etc.) • Finalize plan for identifying/approving teacher/staff self-selected professional development • Draft contracts/MOUs
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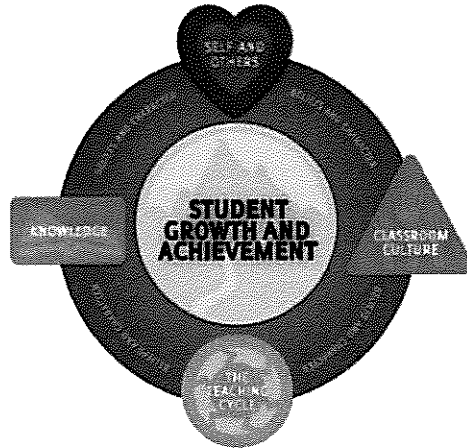| Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KIPP is seeking more efficient solutions to persistent educational challenges. Polaris and North Forest campuses were established in 2007 in the neediest areas of Northeast Houston to serve the most downtrodden areas of Houston where students who have very limited options for advancement. Through this transformation process, this campus will provide a model for what can be done in public education even in seemingly the direst of circumstances and even if a campus falters for a period of time due to significant challenges and obstacles. As a public charter school, KIPP receives approximately 10% less per pupil allocations than the traditional public school which limits KIPP's ability to provide all of the amenities which a regular public school might have, TTIPS funding would allow the campus to put into place significant resources and systems that would be sustainable after the grant period. All Title I, Title II funds are utilized in coordination with state and local funds to support a comprehensive educational program.

CSF #1: Academic Performance -- KIPP Polaris currently uses Eduphoria and MAP to provide instant online access to student progress (BOY, MOY, and EOY) in Reading, Math, Writing, Science, and Social Studies which allows school leaders and teachers to adjust instructional delivery and intervention to meet student learning needs. Teacher teams meet weekly to analyze data and adjust instruction. KIPP is augmenting our Math TEKS based curriculum with the rigorous Eureka Math. This year, we are supporting our ELA curriculum with KIPP Wheatley with a strong focus on critical reading and thinking skills. Our instructional focus, common assessments are in place. We have provided additional support to campuses for our LEP students. Our ELA and Social Studies teachers are collaborating region-wide to support deeper writing interventions. Additional instructional support is provided through Regional and Campus PD days.

CSF #2: Quality Data to Drive Instruction – KIPP uses Eduphoria and MAP to provide instant access to STAAR/EOC and MAP data which measure instruction in Math, Reading, Writing, Science and Social Studies. Targets are set annually for each campus to drive instruction and ensure increasing student achievement. A regional initiative this year is the "Know Your Numbers" for students to know and own their academic achievement numbers on MAP, STAAR, ACT, and Eureka and other important measures of progress.

CSF #3: Leadership Effectiveness –KIPP Principal Support is provided to School Leaders through the KIPP School Leadership Program. New leaders are identified and developed through the Emerging Leaders program. Additional leadership capacity is built through attendance at the KIPP School Summit. Embedded School Leadership support is provided by campus visit from the DCSI, HOS, Deputy HOS, in addition to a monthly collaboration between School Leaders in feeder patterns through monthly horizontal meetings. Regional PD 4 times a year provides additional leadership support on days that school is not in session.

CSF #4: Increased Learning Time – KIPP adds three weeks to the school calendar in summer (two weeks at the end of the school year and one week at the beginning). Additionally, extended instructional time in Math and Reading is provided during the school day. KIPP believes that students and staff must be flexible and committed in order to truly make a difference.

CSF #5: Family/Community Engagement – KIPP new students' families are visited by the School Leader and/or Lead Teacher(s) to review and sign the "Commitment to Excellence" which binds the student, family, and school staff to make a commitment to be on time to school, to participate fully in the KIPP program, and to support the student's journey to educational excellence. Parent Involvement is activated through the invitations that to parents to attend the Family nights. Polaris School Leader has strong communication with parents through his Coffee with the Principal and office hours during which parents are able to meet with the Principal without having to make an appointment.

CSF #6: School Climate – The KIPP first week of school in August 17-21 is a week devoted to build a strong community around the KIPP Character Traits – Gratitude, Zest, Self-Control, Optimism, Social Intelligence, Curiosity, and Social Intelligence. School leaders host parent nights on a regular basis and conduct 'home visits' prior to a new student beginning in KIPP. At Polaris, specific culture building activities include weekly student assemblies, service projects in the community and activities to promote growth of character amongst the students.

CSF #7: Teacher Quality – KIPP intensive recruitment, highly involved interview process attracts and hires the most qualified, motivated candidates. Partnerships with TFA, Teaching Excellence, and Relay (Teaching Fellows) provide ongoing support for new teachers. Instructional support personnel at campus and district levels provide ongoing PD and support. Planning time is provided daily. Polaris staff evaluation processes for increasing effectiveness have been successful in creating an environment of cooperation and achievement. In addition, our middle school teachers have the opportunity for ESL supplemental certification through a regional supplemental testing program.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement
Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 Implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	Aaronthomas Green
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	July 2014 In only one year as a KIPP Houston Principal, Mr. Green has accomplished the following: 1. **Increased student performance;** 2. **Decreased teacher turnover;** 3. **Increased positive community involvement; and** 4. **Increased student persistence and enrollment.**

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the _option_ to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances. These applicants shall respond to the prompts in the table below. Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	The KIPP Foundations of Excellent Teaching's (KFET's)* four elements are **self and others, classroom culture**, the **teaching cycle, and knowledge**, united by our **beliefs and character**, all in service of **student growth and achievement**. Data sources for student growth include STAAR and NWEA MAP (Measures of Academic Progress) benchmarks and actual results; locally-developed Internal Common Assessments; student growth is considered as 10% of the the overall educator evaluation score at Polaris. http://tntp.org/assets/tools/KIPP_Framework_for_Excellent_Teaching_TSLT_1.12.pdf
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The KIPP Polaris evaluation process is aligned to the KIPP Framework for Teaching Excellence, or KFET, Competencies. This document, which is further explained below, can be found on the web here: http://www.kipp.org/careers/teaching-at-kipp/teaching-competencies The process includes an **annual goal-setting, mid-year review, and an annual summative review**. Both the MOY and EOY reviews consist of a **self-evaluation** by the teacher, a **manager evaluation** (conducted by the school leader or assistant principal), and an **in-person review** meeting to discuss results and next steps. The self-evaluation and bi-weekly manager reviews will assess progress against performance goals ("the what"—student outcomes) and teaching competencies ("the how"—aligned to KFET). The Principal also uses the KFET for the longer classroom observations (at least 20 minutes) and throughout the year for shorter ones (5 minutes approximately).
Describe how the evaluation system was developed with teacher and principal involvement:	Teachers are the most important in-school factor contributing to student achievement. KIPP believes that great instruction results from innovation and collaboration. When something works, we celebrate it and share it broadly. To enable our teachers and leaders to benefit from the collective knowledge and learning occurring across KIPP, the KIPP Foundation invests in creating frameworks and tools that provide a common language and facilitate the echange of effective practice. In 2011, we introduced the KIPP Framework for Excellent Teachign. Among the many architects of KFET were teachers, school leaders, regional leaders, and national KIPP Foundation staff. See more at: http://www.kipp.org/our-approach/excellent-teaching/excellent-teaching#sthash.Cz751383.dpuf

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

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Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	*Exact performance targets for each goal will be set during pre-implementation.* 1. All **teachers** are eligible for a $1,500 bonus if the campus reaches campus targets for achievement in Math, Reading, Writing, Science, and Social Studies on the STAAR and an additional $1,500 if the campus reaches campus targets on MAP Math, Reading, Writing, Science, and Social Studies on the MAP assessments. 2. All **teacher assistants, support staff, administrative staff** are eligible for a bonus of $250 if the campus reaches campus targets for achievement in Math, Reading, Writing, Science, and Social Studies on the STAAR and a bonus of $250 if the campus reaches campus targets on MAP Math, Reading, Writing, Science, and Social Studies on the MAP assessments. 3. All **assistant principals, curriculum coordinators, and academic deans** are eligible for a $1,500 bonus if the campus reaches campus targets for achievement in Math, Reading, Writing, Science, and Social Studies on the STAAR and an additional $1,500 if the campus reaches campus targets on MAP Math, Reading, Writing, Science, and Social Studies on the MAP assessments. 4. **Core Teachers who teach a STAAR tested grade** -- Math 5th-8th, Reading 5th-8th, Science 5th and 8th, Social Studies 8th -- are eligible for an additional $1,500 if they meet the established targets for the content area they teach on the STAAR assessment.. 5. KIPP Polaris will also award a district funded 3% of salary bonus for **individuals meeting their individual evaluation goals** which are established through the KIPP performance management system. **(This is not a TTIPS-funded item; funds will come from KIPP.)** 6. The **Principal**, will receive $8,000 if the campus meets campus targets for achievement in Math, Reading, Writing, Science, and Social Studies on the STAAR, MAP, and campus teacher retention targets, only for teachers that meet the MAP and STAAR goals; and **district-funded bonus of up to 10%** of his salary for meeting individual performance goals as established through the performance management system.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	The KIPP Polaris Academy Principal provides training on the overall observation and evaluation system to his staff so that they know how they will be evaluated. The Principal meets at the beginning of the year with each staff member—both instructional and other—and they set goals at the beginning of the year; he follows up with a mid-year and end-of-year review. He also uses the KIPP Framework for Excellent Teaching (KFET) as an evaluation tool for teachers 3 times per year for the longer classroom observations (at least 20 minutes) and throughout the year for shorter ones (5 minutes approximately).
Describe the criteria established for educator removal:	The Principal has a process for teacher support prior to removing a teachers, which is stated as follows and which is supported by HR: "If a teacher is struggling, we examine their individual development goals and they have their bi-weekly one-on-one meetings with their manager, in which we look at how proceeding toward their goals. **1st level**: Increased observations and support, move to meeting every week; **2nd level**: They are assigned a mentor or coach to help them with planning and implementation every week, which continues until they meet expectations and then exit off this until they go back to every other week. We continue document the support; **3rd level**: School leader talks with HR about separation procedures. In theory, this could happen rather quickly, but we have been very careful in selecting qualified teachers. The teachers that we ramped up to the weekly mentoring/coaching have been flourishing. The goal is for them to be successful."

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

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Statutory Requirement 10: Developing an Early College school-wide strategy
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):
For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

Schedule #16—Responses to Statutory Requirements (cont.)

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	**N/A**

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model.
Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	N/A
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office
Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.
These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	**N/A**
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	**N/A**
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	**N/A**

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.
Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.
In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.
Applicants not proposing a Restart model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA – KIPP Polaris is a charter school

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

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NA

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	Period for Implementation	
1.	Provide individualized support to teachers needing improvement in one or more professional areas	☒ Year 1 ☒ Year 2 ☒ Year 3	☒ Year 4 ☒ Year 5
2.	Provide specialized professional development (PD) in E/LA (guided reading, differentiated instruction, close reading) and school climate/culture (behavior/working styles, collaboration, adult learning, etc.)	☒ Year 1 ☒ Year 2 ☒ Year 3	☒ Year 4 ☒ Year 5
3.	Provide PD for teachers in organization/efficiency (The Together Teacher, Teach Like a Champion, etc.);	☒ Year 1 ☒ Year 2 ☒ Year 3	☒ Year 4 ☒ Year 5
4.	Provide "mini-grants" that allow all teachers to self-select PD that fits their role, responsibilities, content area, and individualized, professional need	☒ Year 1 ☒ Year 2 ☒ Year 3	☒ Year 4 ☒ Year 5
5.	Hire Instructional Specialists in Science and Social Studies to support content-area instruction; offer demonstration and model lessons; provide PD; assist with technology integration; help teachers modify lessons for SpEd and ELL students; teach classes as assigned; attend professional conferences; observe teachers and offer feedback/coaching	☒ Year 1 ☒ Year 2 ☒ Year 3	☒ Year 4 ☒ Year 5
6.	Hire educational aide to support SpEd and ELL instructional modifications and recordkeeping; assist teachers in inclusion settings to individualize instruction; provide feedback on student engagement and learning	☐ Year 1 ☒ Year 2 ☒ Year 3	☒ Year 4 ☒ Year 5
7.	Secure additional time on campus from a Behavioral Interventionist who is trained to address issues of conduct, self-control, and focus, thereby allowing students to improve academically and the campus to improve in overall climate and safety.	☒ Year 1 ☒ Year 2 ☒ Year 3	☒ Year 4 ☒ Year 5
8.	Reward teachers for student academic growth as measured by frequently collected, quality data; Provide incentives to teachers who meet individual and school-wide goals	☐ Year 1 ☒ Year 2 ☒ Year 3	☒ Year 4 ☒ Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	Provide specialized professional development (PD) in ELA, Math, Science, and Social Studies (guided reading, differentiated instruction, close reading) and school climate/culture (behavior/working styles, collaboration, adult learning, etc.);	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide PD for teachers in organization/efficiency (The Together Teacher, Teach Like a Champion, etc.);	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Provide "mini-grants" that allow all teachers to self-select PD that fits their role, responsibilities, content area, and individualized, professional need;	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Provide specialized teacher coaches for new teachers to support their instructional planning, delivery, assessment, and interventions in Math, Science, Reading/Writing, and Social Studies.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Send teachers and other staff to the annual KIPP School Summit; national, regional, and/or state-level academic conferences; and regional KIPP PD offerings to develop their capacity, celebrate achievements, and reflect on areas for improvement ;	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Hire Instructional Specialists in Science and Social Studies to support content-area instruction; offer demonstration and model lessons; provide PD; assist with technology integration; help teachers modify lessons for SpEd and ELL students; teach classes as assigned; attend professional conferences; observe teachers and offer feedback/coaching;	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Reward teachers for student academic growth as measured by frequently collected, quality data; Provide incentives to teachers and staff who meet individual and school-wide goals	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: **101813**	Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	Period for Implementation
1.	Focus on KIPP's Leadership Competencies; continue to provide the expert assistance from the DCIS, HOS, and guidance of an external Professional Service Provider to coach the Principal to realize his vision of educational excellence and operational efficiency;	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	District Coordinator for School Improvement (DCIS) supports teachers and school leaders;	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Send school leaders to the annual KIPP School Summit; national, regional, and/or state-level academic conferences; leadership training, and regional KIPP PD offerings;	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Reward school leaders for student academic growth and other key performance measures;	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Provide individualized leadership coaching and PD on topics appropriate to school leadership roles and responsibilities;	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Period for Implementation
1.	Continue to collect and use quantitative student achievement data via standardized state and national assessments: STAAR, NWEA MAP, and other instruments	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Continue to collect and use quantitative student achievement data via Internal Common Assessments (locally produced assessments);	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Continue to collect and use qualitative data via teacher/student/parent surveys, interviews, teacher and administrator observation and coaching, and program participant feedback forms	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Measure the impact of PD training on student achievement;	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Track data via Eduphoria and MAP (Measure of Academic Progress), both in online, password protected systems to share student academic progress on STAAR and MAP.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Systematically share data among teachers to improve instruction and with students and their parents to better involve parents in their child's education, thereby strengthening the home-school connection;	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Reward teachers for student academic growth as measured by frequently collected, quality data;	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Period for Implementation
1.	Provide targeted core content instruction to at-risk and struggling students during after-school tutorial sessions; hire high school- and college-aged interns as near-peer mentors, tutors, and role models for academic excellence;	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide monthly opportunities for parents to meet directly with school leaders via Coffee & Conversations with the Principal and Parent Learning Labs;	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Provide quarterly opportunities for formal parent communication and input (surveys, forums, etc.)	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Provide sufficient resources and devices for students to access instructional resources (including licensed software and research databases) inside and outside of school time	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Hold quarterly Family Engagement Nights (Literacy, Math, Science, etc.) and bi-annual field experiences to extend learning time for families and teach parents how to extend learning to the home	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **101813**	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Parent/Community Engagement*

	Planned Intervention	Period for Implementation
1.	Model parent/child teaching and learning opportunities and provide instructional materials for parents to use at home;	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Increased technology engages families in learning;	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Parents participate in school decision-making and committees;	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Provide monthly opportunities for parents to meet directly with school leaders via Coffee & Conversations with the Principal and Saturday Parent Learning Labs;	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Provide quarterly opportunities for formal parent communication and input (surveys, forums, etc.)	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Hold quarterly Family Engagement Nights (Literacy, Math, Science, etc.) and bi-annual field experiences to extend learning time for families and teach parents how to extend learning to the home	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	Administer parent, student, and teacher satisfaction surveys track organizational health (Healthy Schools Survey).	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide PD on school climate/culture (behavior/working styles, collaboration, adult learning, etc.).	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Host ongoing, regular, timely opportunities for parents to communicate with the Principal and other school leaders through established "walk-in" office hours and monthly Coffee & Conversation meetings.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Provide PD for teachers in organization/efficiency (The Together Teacher, Teach Like a Champion, etc.).	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Teachers and Staff involvement in planning and PD.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Provide "mini-grants" that allow all teachers to self-select PD that fits their role, responsibilities, content area, and individualized, professional need.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Secure additional time on campus from a Behavioral Interventionist who is trained to address issues of conduct, self-control, and focus, thereby allowing students to improve academically and the campus to improve in overall climate and safety.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
8.	Reward teachers for student academic growth as measured by frequently collected, quality data; Provide incentives to teachers who meet individual and school-wide goals.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: **101813**	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: **101813**		Amendment number (for amendments only):		

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: **101813**		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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County-District Number or Vendor ID: **101813**	Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: **101813**	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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County-District Number or Vendor ID: **101813**	Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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